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ABSTRACT

This is the third of four booklets describing the Environmental Living Program. This program, which has been in operation since 1969, provides overnight living experiences for elementary and secondary school students at cultural, historic, or prehistoric sites throughout the West. This booklet discusses such questions as: How do the teachers prepare for the live-in experiences? What practical or organizational concerns must be taken care of? What age level or subjects is the program appropriate for? And who will provide cultural and environmental data, loan items, or help with supervision? (BB)

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WHO'S IN CHARGE?

SE 024 570

"He who wants to see his time rightly, must look upon it from a distance."

Ortega y Gasset

Who's in charge?

Well, actually the kids are in charge. We discussed in "Getting There" some of the student preparations and concerns for getting there. But they need our guidance as teachers and resource people. We help them devise a structure within which they can develop their own program.

Now we are ready to discuss such questions as: How do I, as a *teacher*, prepare to help students? What practical or organizational concerns must I take care of? Is this program appropriate for my class' age level or my subject area? Who will help me with the details of preparation and supervision?

As a *resource person*, I will be concerned with preparing cultural and environmental data — a kit perhaps, or loan items — as well as information on the use of the site.

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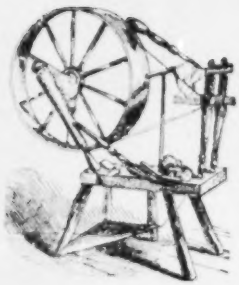
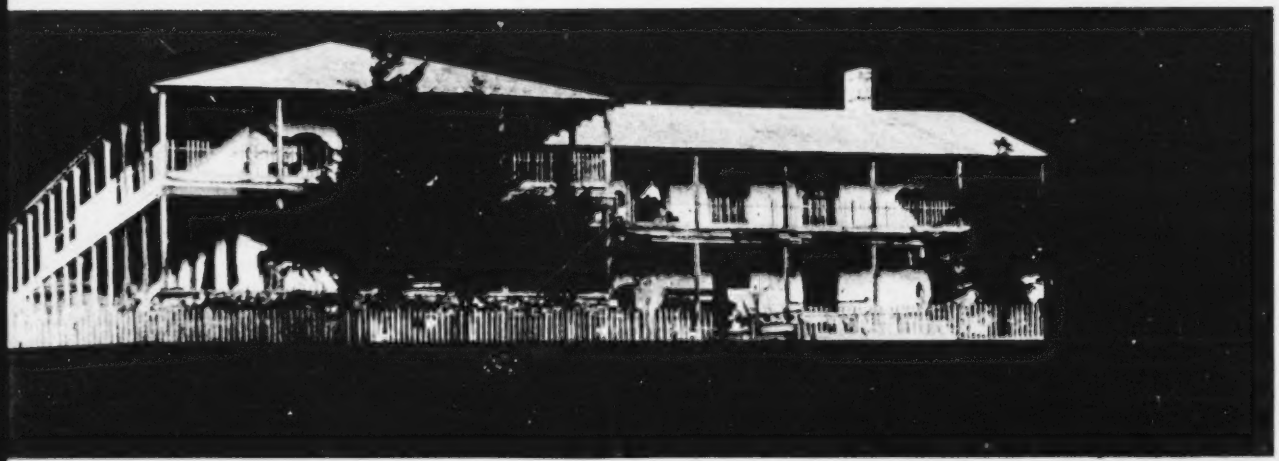
Petaluma Adobe
Teacher Workshop Schedule

Welcome to the Petaluma Adobe Environmental Living Program workshop for teachers. For the purpose of this workshop, please try to cast off your 20th century ideas and perceptions. Imagine yourself to be a member of rancho community in the 1840's. Your schedule will be full and only slightly different from the one your class will probably adopt when they come for their overnight experience.

0930–1000 a.m.	Arrive and bring all your gear up the hill. Deposit it under the large trees on the west side of the adobe. Feel free to explore and get acquainted.
1000–1015	Meet under the trees where you put your gear. We will collect the $2.00 food cost at this time and show you where to stow your gear.
1015–1200	Introductions to the site and the program. Feel free to ask questions and make comments.
1200–1300	Lunch time. *Bring a bag lunch;* there is no place nearby to purchase lunch.
1300–1400	Planning of afternoon and evening role playing activities.
1400–1730	Role playing.
1730–1830	Role sharing and demonstrations.
1830–1930	Dinner and cleanup.
1930–2000	Relax.
2000–2100	Evening entertainment by workshop participants.
2100–2200	Evaluation and discussion of the program.
2200–0600	Watches–2 hour shifts.
0600	Awake.
0600–0700	Breakfast. Cleanup and packup.
0700–0900	Morning chores.
0900–0930	Evaluation and discussion.
0930	Depart.





The Old Adobe as it appeared around the turn of the century.

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What is the Workshop?

Teacher workshops, sponsored by sites involved in the Environmental Living Program, help both teachers and resource people define their roles and develop a framework for the program. The emphasis is on *experiencing* — gaining both data and a sense of the particular environment. In addition, we discuss what needs to be organized for our classes.

Let's follow a planning workshop. As we go, jot down thoughts on what you would do for a workshop at your site.

We meet at a site where we would like our students to plan their live-in. Other teachers and park personnel are there. The participants get to know a little about each other.

Then, with pencil in hand and using the Strands questions as a guide, we take our solitary walk around the site to gather impressions about the people who once lived here and the influence that shaped their lives. What do we see? What was it like in 1850? How is the area still the same? How is it different? What did it all mean — is there some influence that has lasted because of these people having been here? What will be here tomorrow?

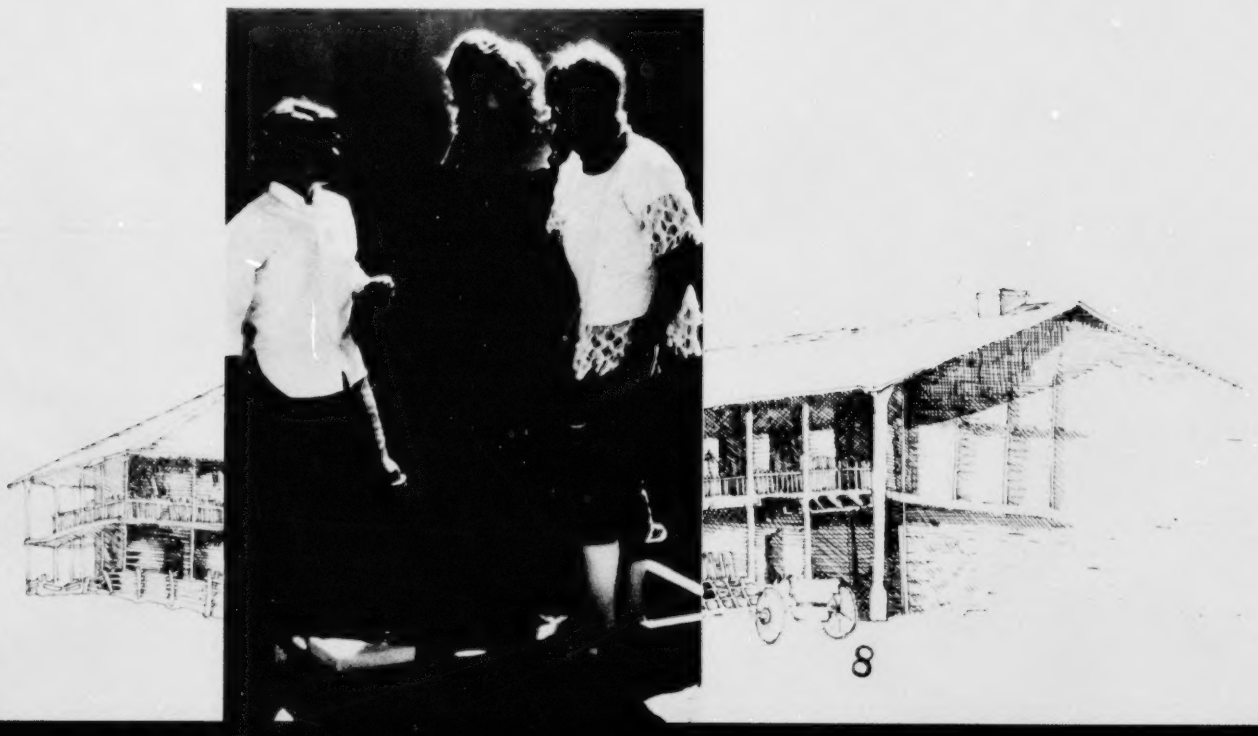
We get together in small groups to compare what we have seen on our walk. Our focus is not only on our own impressions from an adult point of view, but as we imagine our students will respond. Initial discussions help formulate focusing questions for the workshop experience.

As the morning goes by, we begin to think of our own organization. What do we need to do to survive the twenty-four hours here? The basic groups organize — as well as miscellaneous special interest groups. We begin to plan: What food we will need, what supplies are available, and how we are going to regulate and maintain our group. People get together to look into the type of recreation that was popular then, and others may decide they want to use the resource library to find legends or customs and traditions that guided the old community. The time is spent in research, using museum or library resources, or in small group sessions discussing areas of special interest to the teachers. Some talk about making a film with their students and get ideas from others. Others, in turn, are interested in role-playing techniques; and still others examine crafts and artifacts.

Lunch is over and it is time to try our hand at some of the tasks of the inhabitants of that period, perhaps tasks that were carried out on a typical day.

Three teachers take off their shoes and roll up their pant legs. They step inside a rectangular wooden frame and wait for a helper to come with a jug of water. Suddenly, the clay-like dirt and straw are wet, and everyone squishes the adobe between their toes as they mix the ingredients. It's cool and sticky. The ultimate result: an adobe brick to dry in the sun.

Other groups are using the mano and metate to mix tamal for tortillas. Some are frying on the grill but they don't look like *any* anyone has ever seen before!



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At another workshop — the old fort, for example —

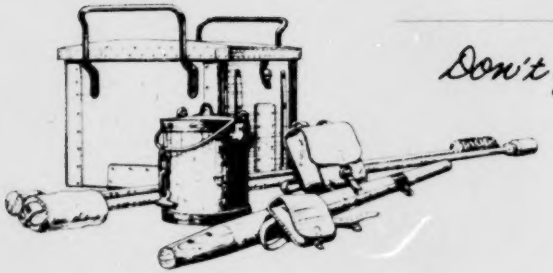
we find a group at attention, waiting for their commander to call out the firing order for firing the cannon.

Another group is marching in formation, following the cadence of their leader.

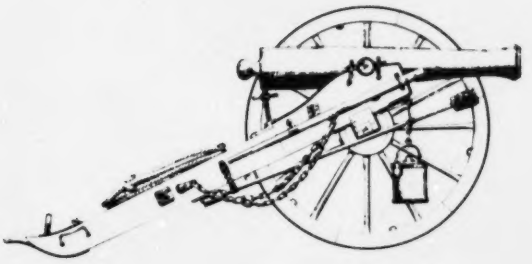
Teachers elsewhere have tried cooking their meals in a ship's galley over a wood-burning stove. They find it isn't as easy as it seems to keep the fire an even temperature. They have dipped candles, sewn sails, launched dories, tried to use old planting and cultivating tools, hammered steel nails for horseshoes, and wound rope.

The afternoon passes quickly with everyone experiencing activities students might experience. When we return to the classroom, our excitement at remembering and relating these experiences will generate the students' enthusiasm. They may, through their research, change or add to the activities for their live-in.

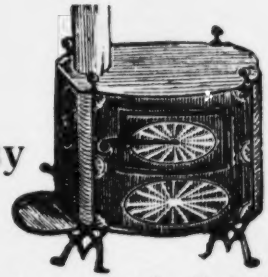
What are some activities you might think of now for your workshop?



Don't just talk about them. Give them a try!



The cooks have been busy preparing the meal.

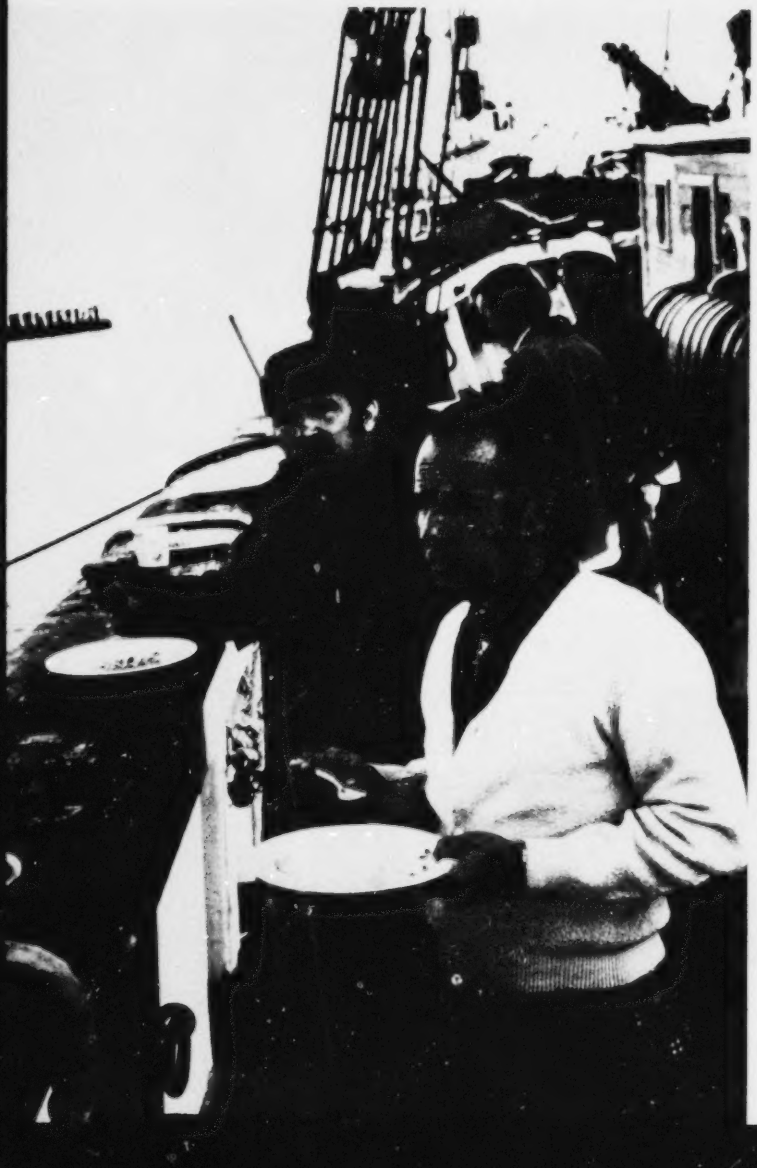


During dinner, conversations center on classroom preparation and activities for different subject areas or grade levels. The recreation committee calls us together to teach us some of the games they have found. At one site, some have a Papago Indian kick ball race using a gourd for a ball. Elsewhere, others consult the I Ching or play Ma Jong as Chinese coolies might have done after work in the fields or on the railroads of California. We hear a group singing sea chanties in San Francisco or railroad songs at Folsom. As we gather together, we listen to legends and stories of the past. Perhaps someone reads from a diary written by a priest or an explorer who crossed the great Southwest hundreds of years before.

As the light fades, some gather their sleeping gear and get ready to turn in for the night; others continue games and conversation.

The next morning, we prepare to leave. Our last meeting is a wrap-up, considering the plans that need to be made for a student live-in. We role-play special problems that might arise, and discuss possible variations of the program. We leave, too, with the feeling that when we are ready to put together our live-in, the people at the site will be there to help us along the way.

What do I do now?



Most of the workshops so far have been arranged by the parks, perhaps planned in consultation with teachers who have tried the program in their classrooms. Your questions possibly concern being somewhere where there isn't an organized workshop, where the Environmental Living Program is new to everyone.

What can you do in this case? Plan your own! Invite teachers and citizens who are interested in or responsible for the sites you'd like to develop. Your workshop need not be a copy of what has gone before; it is better if it is not. References listed in the bibliography may help in your planning.

In this fashion, you and the other participants can work out a program specially suited to your particular area.

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How to go about it — Teachers

Once you and your students have decided to put together a live-in, you must begin to lay the groundwork of your preparations. The first decision may be among choosing several available sites in your area. If the site is a National, State, county or city historic site, someone probably exists you can contact about it for your program. Consider the privately owned sites, too. The owner or foundation might be very supportive of a program such as this.

Your choices of a site are unlimited when the natural as well as cultural environments are considered. Instead of studying a culture that existed in a selected place, have the students choose an environment around which they construct their own culture. In this instance, the emphasis might be more on living in harmony with nature rather than mere survival. Following the basic task groups gives them a general structure for their society.

Some programs have used two sites which are closely related or integrated in a particular period or culture. A combination of a daytime program at one site and an overnight at the second has its own advantages.

Not all the live-ins need be or are necessarily suited for the overnight. Many areas may not have overnight facilities, or the program may be built around an idea that is better studied during a shorter period of time. Waking up in another time has a very special feeling, though.

If you have chosen a site which has hosted previous programs, ask about attending a teacher workshop or planning meeting. If this is a new idea for the site, then a meeting with someone in charge is in order. Together, a workshop or seminar can be prepared to include other teachers and aides who will be involved. The preliminary planning sessions are a joint effort, with the site personnel and teachers brainstorming and working together.

Which subject is best?

We've seen in "Getting There" how the roles chosen by students become the focal point around which the activities and information of the recreated society are assembled and experienced. This focus remains the same regardless of subject or age level. Yet, how significant are subject or age level, and how can we incorporate and interrelate their specific objectives with the general goals of the Environmental Living Program?

Let's consider how teachers in a variety of subject areas might organize their program.

If the class is Career Education, different careers or occupations become an additional focal point. Each student chooses an occupation for himself, playing the part during the actual live-in. Some questions he considers are: How has this occupation changed? Who does this work now? What preparation is needed for this occupation now as compared with yesterday? What might this occupation evolve into in the future?

The program may be a project for Home Economics, emphasizing the choice, availability and preparation of foods or clothing. What were the natural foods used then? Are they used today? Are they available today? What substitutions have been made today? What clothing was worn? What dictated the choice of style? What were some influences on the change of style? Are these influences the same that change our styles today?

Environmental Science will emphasize the natural environment or environmental problems. What natural influences affected the life style? Do those same influences play as big a part in our culture today? How may these influences change for the future? One teacher used an old train and railway depot to study modern transportation and the energy problem.

Essays, poetry, short stories, letters, or entries in a diary or journal are ways a student might express his thoughts and feelings about himself and the people he is studying through a class in creative writing, drama, or English. His choice of a role and original plays about the culture or time also help him project and share his own interpretations of past events.

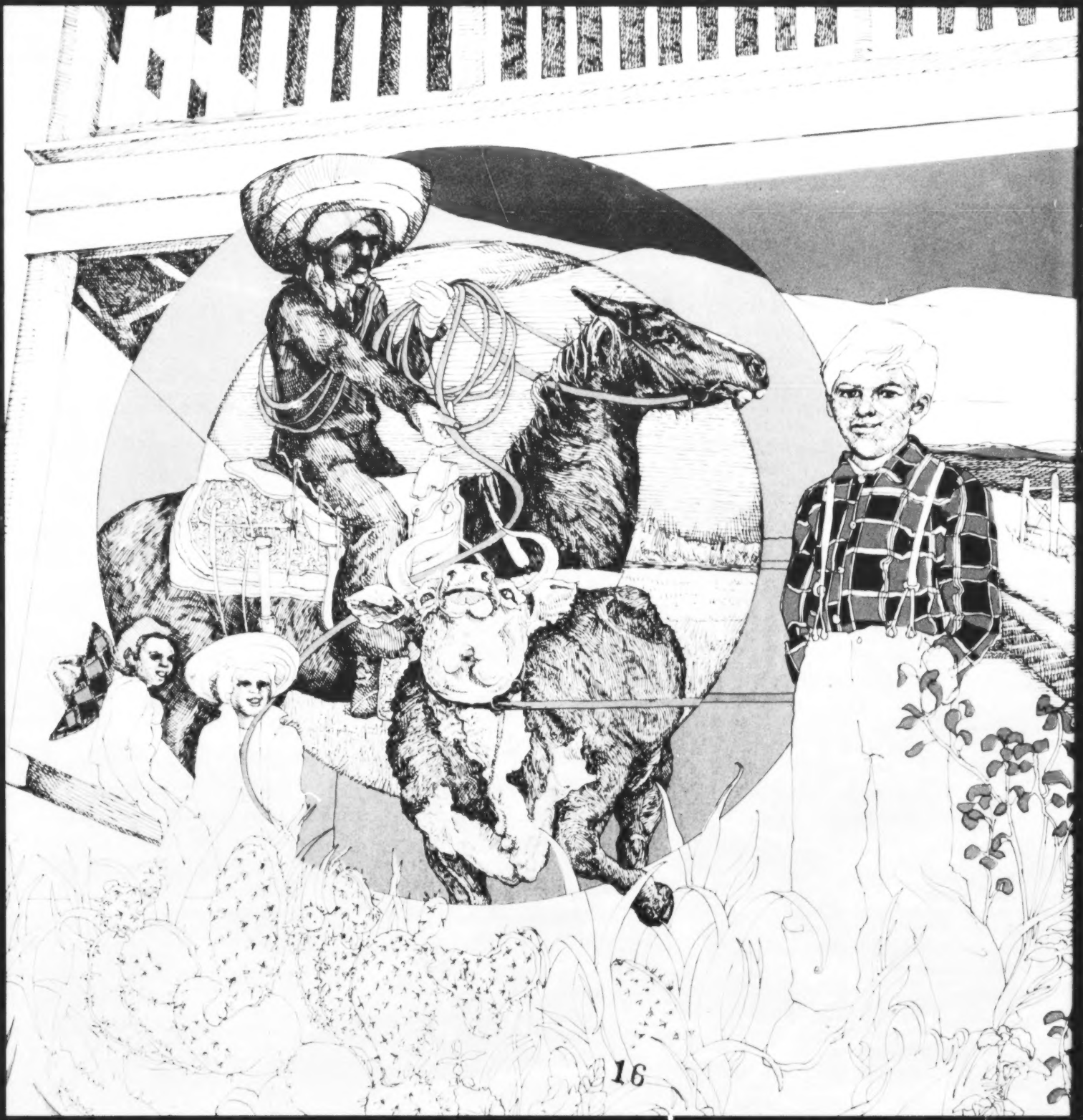
Social Studies may investigate social structure of a culture, government, interpretations of history or other related topics.

Once the site has been decided upon and the basic concepts and goals have been developed, the classroom preparation begins. The specific program planning then becomes the task of the teacher and the students. The site personnel are now involved as resources. Do the students need to use a specific reference book? Many sites maintain libraries which contain a variety of sources on the history and customs of the area. If a skill is needed for the afternoon activities, perhaps someone at the site can either teach the students themselves or recommend someone in the community who could.

The parents, too, become involved, some actively as resources or aides and some indirectly through the help they give their children on special projects or preparations. Their permission will be needed to permit their children to spend an overnight on the site. Each school usually has an established procedure for obtaining such permission. Because the program is so different from what has been done before, send the families a resume of your plans, the hopes, the activities, the roles, the preparations. This is something special they can share with their children.

Cooperative planning between the school and site has been referred to before. It is particularly necessary when "regulations" are compiled. The task force concerned with the government of the live-in will consider not only the regulations of the culture they are studying, but also present-day safety and preservation regulations. The students will no doubt suspect some areas may be off limits or that some activities, such as digging a pit on an historic site, are most likely prohibited on protected land.

Their rules are then presented to the site resource person for review who may suggest some additions that may have been overlooked. The regulations, then, have been initiated by the students, which leaves the basic control of the group in their own hands. Experience tells us this leads to much greater cooperation and learning.



The topics and subjects mentioned above — and others you may be responsible for which are applicable — relate to specific content areas. But there is a general content — one that is basic to every area or grade level that plans a live-in. For as we have discussed, all classes consider such sample questions as: Who lived here? How did they live? Where did they get their food? What influences affected their culture? How did they organize their society? What will be here tomorrow?

Just as some questions remain the same among areas and grades, so does the process of dealing with these questions. Skills are developed and refined while preparations are being made for the live-in.

Add your ideas to this list.

BASIC SKILLS

reading
writing / composing
reporting
gathering information
using the library
interviewing
listening
speaking
measurement
computation

THINKING SKILLS

synthesizing
summarizing
formulating questions
comparing
contrasting
interpreting information
point of view

Now, how about age?

Can second, third, or fourth graders plan their own program? Second graders helped plan a very successful one for Wolfe Cabin. The same questions are considered; the same skills developed. The difference is the depth of treatment of the topics. (By the same token, high school and college-age participants sometimes flounder a bit!)

And don't leave out the Educationally Handicapped child. For in this program each is encouraged to work or rise to his or her own level. And grades don't seem to mean too much.

Jot down some focusing questions here for your subject area or grade. When you get to the classroom, help your students develop their own questions.

Who is going to help me?

You and your class of thirty-five are getting ready to begin. From the preliminary planning and the workshop discussions, you know you are going to need help. The site personnel have suggested you bring along additional aides to ensure that the students will have a safe and exciting experience. Who is available?

You first check on the people at your school. Do you have instructional aides? They can help locate resources, supervise small group work, and give you assistance you might need on the project.

Other teachers who are interested in the program might want to work with you as a team. Don't forget your school's specialists. Can the reading specialist help? The counselor? The career education consultant?

Some parents, too, are more than willing to work with your group. You may find those with special interests and abilities in some of your areas of enquiry. Many parents have packed their sleeping bags and participated in all aspects of the live-in.

Does your high school offer an Environmental Education class? Or, have a Continuing Education program? Perhaps credit can be arranged for student aides for your elementary or junior high program. This idea has been very successful in the programs where it is used.

Student teachers, also, can be of special assistance. This can be an important plus in their student teaching experience, and your students will relate well to their interest in helping them carry out their program. Other college students in education, environmental studies, park management and interpretation can also be inspired to help. Check with their advisers to see about awarding them credit for all of the work they are about to do.

Who do I know that can help me?

How to go about it — Resource Person

You have contacted the local school by sending a letter explaining the program and inviting their participation. Your plans are set for your workshop, and your site will soon be used for classroom live-ins. What are some of your concerns?

Your first thought probably concerns the protection of the historic landmark — the mission, the school, the ship, the fort. During the program's initial planning stages with the teachers, first at a workshop or seminar, then later when specific plans are under way, the use of the buildings, of the artifacts or special references in the library can be discussed. What the students can use is decided upon at the beginning of the program so the teachers can guide them while they are preparing their activities.

Safety will be a concern regardless of your site. Where there may be danger of some kind, a suggestion of so many aides per student helps ease the worry for the site, the teachers, and the parents.

From your staff, you may find one person is sufficient to be the resource contact for the schools. His help might include being on hand during the students' initial visit, talking to the classes, preparing loan materials, and assisting during the live-in. You might ask the teacher for a list of those people who are going to be there with her to give you the assurance that the students will be sufficiently supervised. If there is a doubt in your mind, contact the teacher to work out a suitable arrangement. Everyone wants the experience to be a success.

Whoever is involved more or less full time as an assistant in the program should be involved in all of the preliminary preparation, if possible. This includes the planning meetings as well as the workshop.

The site resource people and the teachers have been involved at all stages of the students' planning. When the students have completed their program outline, one should be sent beforehand to the site, as with the rules. What will they be doing the first morning? What materials will they need for the special activities? What food is going to be cooked? How? Where will the students sleep? Some of these questions will be answered by the nature of the site. However, a program outline in advance will advise you of any preparations you may have to make. One question you might want to add is, "What are the students going to do if it rains?"

At the sites where the program is well under way, there is a reservation system to aid in scheduling other interested groups and to arrange available site or resource people.

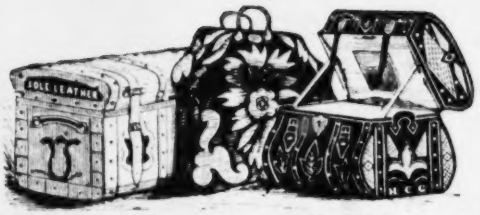
What other concerns do you see for your particular site? List them here so they will be handy when the time comes to discuss your program.

Rules and Regulations

A significant part of the student preparation for the live-in is the development of their governing rules and regulations.

A copy of these rules should then be requested by you before the live-in so everyone is aware of the code of conduct for the experience.

"Students wanted to know what the rules were. I asked them what they thought reasonable rules would be. They went to work in small groups and arrived at an even more inclusive set of rules than I had received from the park ranger. In other words – they were aware of needs for safety rules But when rules came from them there is no authority to defy."



What's the kit all about?

Now, perhaps the greatest single contribution the resource person can make is in gathering artifacts and other loan materials into a kit representing his area. For one thing is certain: the more students are able to get physically involved with the elements of a site in advance — those elements that are transportable — the more successful the final visit. And the bits and pieces and details fall together to create the larger more important picture, instead of becoming ends in themselves.

Let's look at a successful example:

The historian waits for students to arrive at the old Folsom train depot to help with their initial visit. They have asked to explore the place where they will ultimately live the life of the local Indians, or the train crewmen, or the travelers on board the train — they haven't decided yet.

When the students arrive, they gather around an old brown suitcase he brings out. He opens it. Someone sees a trainman's cap and wants to try it on. The suitcase contains aprons and sunbonnets and bandanas for others.

The Folsom · Telegr
SACRAMENTO VALLEY
RAILROAD.
SUMMER ARRANGEMENT.
PASSENGER TRAINS WILL LEAVE
STAGE
How it works
THE
LOCOMOTIVE
ENGINE WHISTLE SIGNALS

"I am not a teacher;
only a fellow traveller
of whom you asked the way.

Several students find a whistle and an explanation of the whistle signals, along with a set of flashcards, a lantern, and some signal flags. To complete the language of the railroad, there is a glossary of "railroadese" and some Morse code.

As they explore, they find a cassette tape which contains a collection of old railroad songs. In the notebook that is with it, they find the lyrics to the songs and the stories behind them.

A burlap envelope contains a set of old recipes. The cooks can use these as a guide to planning the menu. Hobo stew, anyone?

They find other items, too. An old railroad spike, a pouch of "gold," playing cards and play money, an old Folsom newspaper, a replica of an old train schedule, pictures and descriptions of duties as well as rules of conduct involved in the railroad industry. A list gives references and resources for further information on possible topics of study.

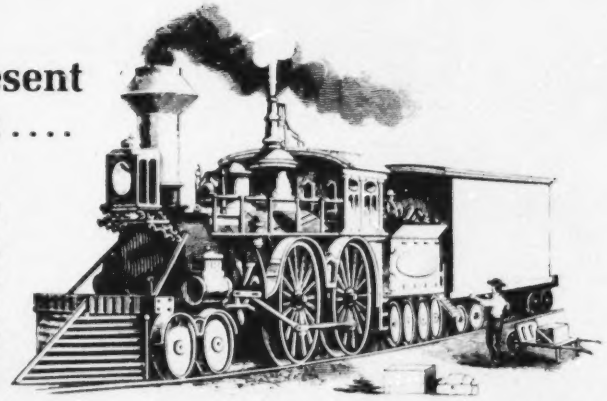
Role playing is stimulated by the students' search through the kit. Those who have chosen similar items might group together to present an impromptu skit involving the items they have chosen. Another student, playing the part of a trainman, might give directions in "railroadese" using the glossary and ask a volunteer to follow those directions.

I pointed ahead — ahead of myself as well as of you."

Bernard Shaw

A teacher could present a conflict situation ....

... in the style of the Tumacacori example in "Getting There." She might ask students to group, choose their props, and present their ideas on how the conflict might have been resolved during the era they are studying.



Concept: Building the railroad

HISTORIC DATA

Who was building the railroad? What was the Indians' reaction to this use of their land? What was the attitude of the Whites towards the Indians? The Indians toward the Whites? What are the Indian religions beliefs?

HISTORIC SITUATION

The railroad crew arives in Folsom to continue laying track. The route crosses Indian sacred ground.

The Indians refuse to let the crew continue their work. What happens next?

The information in the kit helps the students identify roles, formulate questions about the interactions of the roles, and leads them to further research once they return to the classroom.

This kit was put together with the railroad community as its focus. Some other inclusions might be artifacts and information on the local Indian tribe, or the Chinese who worked the line, or the old-time residents of Folsom. From all the possible roles, the students decide on their focus and use the kit information that applies.

Many items cannot be included in a kit. It would be impossible to put a metate in a Spanish saddle bag or a seed planter in a Chinese wicker basket. For this reason, a kit should include pictures of significant items that can't be included so that once in the classroom, the kit ideas remain complete. Such large or heavy items can be seen on the initial visit and then used during the live-in.

The kit generally is assembled by someone at the site, although students add to it as the program develops. The purpose of the kit is to stimulate thinking and research, not to become a one-source answer to all of the questions. If your site has no organized staff, interested teachers, historical or museum societies, and citizens can help the students prepare one of their own. The Folsom suitcase was actually prepared by students at the University of California at Davis, volunteering as classroom aides.

What are some things you would include in your kit?

_____ _____

_____ _____

_____ _____

_____ _____

What, for your site, would be an old method of carrying things that could contain items in a kit?

_____

_____

_____